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ABSTRACT

A workshop on vocational guidance was conducted to meet a continuing counselor-teacher-administrator need for assistance in identifying and encouraging students in technically oriented careers. The following presentations are reported in their entirety: (1) Vocational Rehabilitation Program; (2) Students with Special Needs; (3) Basic Elements of Career Guidance; (4) Vocational Opportunities for the Technical Trained Individual in Conservation and Outdoor Education; and (5) Excerpts of a Discussion on Vocational Guidance between Trade-Technical Students and Workshop Participants. Also included is an evaluation of the workshop by the participants and the director and a summary of recommendations. (MC/Author)

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PERSPECTIVES FOR VOCATIONAL GUIDANCE

A REPORT OF THE

WORKSHOP ON VOCATIONAL GUIDANCE

August 11-22, 1969

CG 005070 Conference Programs

Conducted at

Big Rapids, Michigan

FERRIS STATE COLLEGE

Edward M. Griffin, Director

The workshop was supported by a grant from the Michigan Department of Education, Division of Vocational Education, Lansing, Michigan.

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CHAPTER I

BACKGROUND

Acknowledgements

A workshop of this nature really requires the assistance of many individuals. In this regard special words of appreciation need to be extended to:

> Mr. Roger Gustafson, Work Experience Coordinator, Ferris State College, for his invaluable assistance prior to and during the workshop. This provided a smooth flow of many of the activities.
>
> Dr. John Johnson, Director of Administrative Studies, Dr. James Farrell, Vice President for Administration and Dr. Robert Huxol, Vice President for Instruction, for their general advisory support during the initial stages of the workshop.

Thanks also goes to my colleagues on the staff of the School of Teacher Education who aided in many ways to carry out the workshop program.

A final consideration should also be paid to the workshop participants who in many ways contributed much to the ongoing proceedings of the workshop. Their positive attitude and assistance during the program was beneficial to the director and the consultants.

Edward M. Griffin
Workshop Director
November, 1969

Proposal

The proposal for the workshop stemmed from the basic involvement of the Ferris State College in the area of vocational education and its related activities. As a vital part of the later there seems to exist a continuing counselor - teacher - administrator need for assistance in the identification and encouragement of students who should pursue technically oriented careers. The workshop was designed to meet this need.

The following objectives served as guidelines for the program:

1. A background to the role of the technicians in business and industry and related technician needs.

2. The opportunity to improve counselor competencies in identifying and encouraging students suited to technically oriented careers.

3. An exposure to post high school technical training programs.

4. The elements of a workable plan for vocational guidance.

5. The basic techniques for the follow-up of students entering advanced technical programs and occupations.

6. A review of educational research and literature on technical programs and occupations.

While it was possible to initially structure the workshop around the state objectives, there are implied broad implifications for vocational education. These are varied throughout the report. Every consultant and participant shared in one or more of these implications. The total report, then, represents the composite body of thought from the entire group and the director.

Funding

Financial support for the workshop was as follows:

Federal	$11,328
State	11,706
Total	$23,034

Publicity

A brochure prepared in advance, containing descriptive information concerning the workshop--statements on purpose, objectives, location, housing and meals, the college, application blank--was mailed during the Spring of 1969 to vocational directors, counselors and school superintendents in the State of Michigan. News releases were sent to state newspapers at this time.

Following the general mailing of the brochures and the newspaper releases the director made a personal visitation to a number of school districts which have or were considering area vocational schools. Also, letters and calls were made to districts with a large number of disadvantaged students in attendance.

The final results of the effort made to attract participants to the workshop proved a rewarding experience for the directors. This was because it placed them into contact with the individuals directly involved in vocational guidance problems in the field. Also, it provided the director an overview of statewide issues geographically.

Participation

The participants to the workshop represented a geographic cross section of the State. Also, they comprised a job related cross section of vocational teachers, counselors, and vocational directors, vocational education (see appendix).

The above two conditions, in the opinion of the director, were key factors in the stimulating discussions which were an integral part of the sessions. The participants themselves held many diverse points of view on the subjects under consideration which added to the initial presentations by the presenters. Should another conference be conducted this might be an important consideration in the selection of participants.

Setting

Ferris State College occupies a unique place in Michigan state-supported higher education. Started as a private institution, the college became part of the state system in 1950. In both private and public roles, Ferris has offered many programs not often found on college campuses.

Ferris offers a five-year degree program in pharmacy; four-year degree programs in business, teacher education and health sciences; two-year pre-professional and general education, and health-related programs, and extensive terminal training through numerous technical, trade and industrial programs varying from two to three years in length. Many of these programs enjoy national recognition for the excellence.

Enrollment at Ferris the Fall quarter, 1969 is expected to be 8,439. The faculty and staff number approximately 550 persons well qualified in their special fields.

Physical facilities of the campus include more than 50 buildings of matching architectural design. The workshop was held in the Carlisle Hall on campus, close to the Student Center. An informal setting prevailed throughout the proceedings.

The campus is located on the southern edge of Big Rapids on U.S. highway 131.

CHAPTER II

PROGRAM

Schedule of Events and Presenters

The schedule for the workshop program as described on the next pages, represents the scope of the subject covered during the program. There were deviations in the periods of time spent on some of the subjects and the content. However, on the whole, the program fairly well followed its structured course.

DAY	ACTIVITY	TIME
Monday	Registration	8:00 - 10:00 a.m.
	Coffee and Reception	10:00 - 10:30 a.m.
	Welcome to Ferris State College Dr. William Day	10:30 - 11:00 a.m.
	Discussion: Dr. Malcolm Salinger and Dr. Donald Hecker Topic: Review of 1967 Workshop	11:00 - noon
	Lunch	12:15 - 1:15 p.m.
	Discussion: Dr. Edward A. Griffin Topic: Review of 1969 Workshop	1:15 - 2:15 p.m.
	Field Trip Big Rapids Area and Worldwide Wolverine Plant	2:20 - 5:00 p.m.
Tuesday	Daily Briefing	8:30 - 9:00 a.m.
	Speaker: Dr. Glen Smith Topic: Vocation Legislation and State Planning	9:00 - 10:30 a.m.
	Coffee	10:30 - 10:45 a.m.
	Speaker: Mr. Karl Walker Topic: Admission and Enrollments in Technical Programs	10:45 a.m. - noon
	Lunch	12:15 - 1:15 p.m.
	Chairman: Mrs. Arlene A. Hoover, Assistant Dean, School of Health, Science, and Applied Arts Programs Exposure to H.S.A.A. programs	1:15 - 4:30 p.m.

DAY	ACTIVITY	TIME
Wednesday	Daily Briefing Mr. John VanderMolen and Staff	8:30 - 9:00 a.m.
	Chairman: Mr. John VanderMolen and Staff Exposure to Technical and Applied Arts Program	9:00 - 11:45 a.m.
	Lunch	12:15 - 1:15 p.m.
	Chairman: Mr. John VanderMolen and Staff Exposure to Technical and Applied Arts Programs	1:15 - 4:30 p.m.
Thursday	Daily Briefing	8:30 - 9:00 a.m.
	Speaker: Mr. G. Robert Horvath Topic: Vocational Rehabilitation Programs	9:00 - 10:00 a.m.
	Coffee	10:00 - 10:15 a.m.
	Chairman: Dr. George Storm Topic: New Emphasis on Curriculum Planning for Rehabilitation Programs	10:15 - noon
	Lunch	12:15 - 1:15 p.m.
	Speaker: Mr. Robert Kennon Topic: Students with Special Needs	1:15 - 2:00 p.m.
	Discussion of Speakers' Presentation	2:15 - 4:00 p.m.

DAY	ACTIVITY	TIME
Friday	Daily Briefing	8:30 - 9:00 a.m.
	Speakers: Mr. John Odbert and Mr. David Willis Topic: Technicians In Business and Industry, Their Recruitment and Training.	9:00 - 10:00 a.m.
	Coffee	10:00 - 10:15 a.m.
	Speaker: Mr. Arthur Francis Topic: Community College Technical Programs	10:15 - noon
	Lunch	12:15 - 1:15 p.m.
	Open Discussion: Topic: The Question of Guidance Ferris State Trade-Technical Student Teachers	1:15 - 3:00 p.m.

WEEK OF AUGUST 18 - 22

Monday & Tuesday	Daily Briefing	8:30 - 9:00 a.m.
	Chairman: Mr. Chester Zebell Topic: Counseling Competencies	9:00 - noon
	Lunch	12:15 - 1:15 p.m.
	Chairman: Mr. Chester Zebell Topic: Counseling Competencies	1:15 - 4:30 p.m.
Wednesday	Field Trip to Grand Rapids	8:30 a.m.
	Coffee and Discussion of Rockford Guidance Workshop	9:30 - 10:30 a.m.
	Chairman: Mr. Roger Gustafson Industrial Tour-Lear Seigler Corporation	11:00 a.m. - 3:00 p.m.

DAY	ACTIVITY	TIME
Thursday	Daily Briefing	8:30 - 9:00 a.m.
	Speaker: Dr. John Vriend Topic: Career Guidance Basic Elements	9:00 - 10:30 a.m.
	Coffee	10:30 - 10:45 a.m.
	Speaker: Dr. Thomas Rillo Topic: Technician Needs in Emerging Fields	10:45 - noon
	Lunch	12:15 - 1:15 p.m.
	Speaker: Dr. William VanTrump Topic: Techniques of Technical Student Follow-up	1:15 - 4:00 p.m.
Friday	Daily Briefing	8:30 - 9:00 a.m.
	Speaker: Mr. Robert Stout Topic: State Guidance Services	9:00 - 10:15 a.m.
	Coffee	10:15 - 10:30 a.m.
	Chairman: Dr. Edward Griffin Planning Session February Conference, 1970 and Dr. Thomas Rillo Workshop Summary and Evaluation	10:30 - 1:00 p.m.
	Workshop Dismissal	1:00 p.m.

Presentations

The papers and edited presentations contained in this section of the report speaker for themselves. They represent the expressed opinions of the writers and/or speakers on the topics. There is a wealth of information contained in these papers--much food for thought and ideas which can be pursued at other times.

Not all of the presentations were available for this report. This was in part due to problems in taping the presentations. Also, some of the presentations were not of a formal nature such as the time spent on practicing counseling competencies. These could not be effectively taped. In the opinion of the director, some of the informal discussions should have been taped since much of those discussions were very relevant to the workshop. Be that as it may, what is contained in the section is good sampling of the workshop subject content.

TOPIC: Vocational Rehabilitiation Programs

PRESENTER: Mr. G. Robert Horvath, Community Representative
Vocational Rehabilitation Division
Michigan State Department of Education
Lansing, Michigan

EDITED BY: Edward M. Griffin

Vocational rehabilitation is probably one of the oldest of all state and federal programs that have been set up to provide services to the handicapped and this service is extended to the disadvantaged student or the socio-economically deprived. Vocational rehabilitation began as a part of division of vocation education. As it grew it separated from the division and developed on its own. That basic purpose of Vocational Rehabilitation is to restore handicapped manpower into the employment market. We can do this by providing services to eligible clients. If a client is eligible we can provide almost any service that would rehabilitate him.

We provide two services directly, counseling and job placement. The other services we purchase from any and all resources available in the community. The process starts with diagnostic work-ups. Here we can purchase any and all diagnostic examinations. This includes medical exams and psychological-psychiatric exams. Also, we can provide medical services, treatment, physical restoration such as surgery, prosthetic appliances, artificial legs, arms, and what have you.

We also provide needed training services. We could purchase training from colleges, such as pay for tuition if a need and room and board. We may purchase these services from private trade schools and business schools. Also, we can set up on the job training with employers. We can pay an employer to train our client. And, as I said, we also provide directed job placement and follow up of our clients.

In order to be eligible for our services the client has to meet three criteria. The client has to have an affirmitive physical, mental handicap, or behavior disorder. Secondly, the handicap or disability has to prevent the clients from obtaining a suitable job or keeping his job. It has to impose on the client the work limitation. Thirdly, there has to be a reasonable expectation that if vocational rehabilitation provides services to clients that they will be able to obtain a gainful occupation.

We have been challenged by the 1963 amendments to open the doors to disadvantaged people. Now we can provide services to urban ghetto, people who are culturally deprived of educational advantages. Because of that challenge we have been developing new programs geared to this particular type of population. This particular section could capture federal funds and build sheltered workshops. These sheltered workshops could provide the diagnostic and work adjustment training for the handicapped. We have access to construction funds for the purpose of equipping the workshops. Also for staffing them for a limited period of time.

We also have public offender program now through liaison cooperative agreement with the Department of Corrections. They set up special programs with various prisons and correctional institutions in Michigan.

We also now have a mental health program. This was developed by a cooperative agreement with the Department of Mental Health. We have placed counselors, rehabilitation counselors in about 4 or 5 mental institutions in Michigan, and we're in the process of establishing rehabilitation units in almost all the mental hospitals and state home training schools for the mentally retarded.

We are now developing a program for migrant workers. All these people fall into the disadvantaged class. In developing programs for the migrant workers we will be working together with the united migrant opportunity program. They will be referring clients to us and we will be providing services for them. We can provide almost anything or purchase almost anything but the community resources have to be available.

I have reviewed the educational, vocational education amendments of 1968, to consider the implications of both for rehabilitation and for the vocational education programs in the public schools. First of all the implications for our program, rehabilitation. We find that number one there will be a lot more resources available for training. We will be able to refer clients to the public school vocational education programs and work closely with the teachers and with counselors in the school system. Hopefully, these amendments will stimulate a closer liaison relationship between our agency and yours.

We feel that we can provide some input to the program development of vocational education since we have experienced now for about 40 years working with the handicapped. Perhaps we can provide consultation services to Vocational Education systems in the schools in developing the appropriate curricula to meet the special and individual needs of the handicapped and special students. Under handicapped I include the disadvantaged as well, both the physically and mentally disabled and disadvantaged. We can also perhaps assist in funding the vocational centers through our facilities development's section. We might be able to set up funds to provide special staffing and special equipment. For example, you ha[illegible] a disabled student in a vocation education training program. By coordinating your efforts with vocational rehabilitation these students will have access to medical treatment, diagnostic work-ups, and there will be a resource available to them when they complete your program.

In thinking about the implications for vocational education, one is the architectural barriers that might prevent the handicapped from taking advantage of your programs. For the physically handicapped for example, have you made the necessary modifications to accommodate these people? In your training equipment, have you adapted the equipment so that it would lend itself to the needs of the handicapped? If not, I can again see vocational education working with DVR developing such facilities and removing the barriers. In addition I see a need for more intensive counseling.with the handicapped.

I think you have to gear your programs to each client's or student's individual needs. I think you are going to have to think about setting up multi-craft systems in school. At this point you might have only one level of course work for the students you are taking. However, the handicapped may find it difficult to compete with the regular students who are operating and have operated on a much higher level. By setting up a multi-track program you might have a regular program within those tracks for the students who perhaps can go through faster, and perhaps at a higher technical level. But at the same time set up special programs for the handicapped. There are people who might have to go through slowly, might need more counseling, more individual instruction on the part of teachers and counselors.

For some students you have to train for a specific job skill, perhaps less emphasis on academic work, and train the particular student to obtain an immediate job. If not, then provide services so that he can make a smooth transition to another recess program outside of the school and in the community. I think this necessitates long range planning for the handicapped. I do not believe it is enough to just take the handicapped student into a vocational program and train him and hope that they are going to get enough out of the course and some how find a job as soon as they finish the course. I think that you have to sit down with the students and find out their job aspirations. The next step is a program for them and a plan for coordinating the resources of the community.

Perhaps you can develop a work study program for them so that they can get more exposure to the employer. I think that handicapped students at this point need exposure to the employers and vice versa. I think the vocational counselors and the teachers should spend more time in diagnostic work study with handicapped students. You have to be aware of the medical problem as translated into what he can do on the job. What limitations does this impose on him with respect to the employment market. It might not mean anything with respect to vocational education training program. It might mean a great deal when he goes out to look for a job.

I think that vocational education teachers and counselors have to build residential facilities for the handicapped. Also, they may need to provide transportation services for those people who are not independently mobile and who cannot get around as well as you or I. If there are transportation services available perhaps we will have to adapt these transportation services so that they would accommodate the disabled.

One proposal that now is in the book which ties in with vocational education and rehabilitation might be used as a model. This is a proposal for the special program at the Genesee area skill center in Flint. We all would like to work together to set up the model where we can provide a comprehensive program for the handicapped. We all have a piece of the action at this point to provide training--provide job placement, speech services.

I indicated that we do not provide training except for one exception, we have one facility that only has been operated by the division of vocational rehabilitation. This is a facility at Pine Lake, Michigan. That program only services to handicapped and disadvantaged who are eligible and active under DVR program. I would suggest that perhaps vocational education teachers and counselors plan on a visitation and have them develop their program for students with special needs.

TOPIC: Students with Special Needs

PRESENTER: Mr. Robert Kennon, Consultant
Vocational Education Division
Michigan State Department of
Education

Edited by: Edward M. Griffin

A year ago when I came to the Department of Education I spent the first nine months traveling from one end of this state to the other depreciating the efforts of the Department, the Division of Vocational Education generally, and of school counselors. I used a hard line because there is something about if you do not get the attention of the mule you are not going to do very much with the mule in terms of serving disadvantaged young people in Michigan. Vocational educators and counselors were doing and are still doing a pretty sorry job.

After spending the first nine months establishing this fact and letting everyone know how I felt I have decided now that there is no point beating a dead horse so I will try to be realistic.

I would like to make some observations about the 1963 Vocational Education Act. It did provide for the fact that we should serve the youth with special needs which we have not done in this country. And it is the opinion of a congressman and shared by the Office of Education that less than four percent of the school districts in the United States in 1964-'65 attempted to make reasonable cognizance of the fact that there was this need.

I would like to point out that the amendments to the 1963 Act, specify that 15 percent of the basic grant must be spent in each state for persons with special needs. They then found it necessary to add another section to the Act on the basis that the Congress felt that there was a crying need for vocational training for a large number of people.

But I raise question-what kind of commitment do we have with the money which we have? I feel that in order to have effective programming you must have four things. You must, of course, have money. Second, you must also have effective programs--well designed programs that can work. Third, you must have talent to implement the programs. And fourth, as far as I am concerned, is the commitment of the educational establishment. I repeat, you must have the money, you must have the program, you must have the talent, and you must have the commitment.

Last year I went to a skill center in one section of this state and spoke to a group of counselors. I raised the question--how many of you even know what BAT means? And, how many of you had as counselors, any kind of relationship with BAT in your area? There were 43 people in the room and not one knew what it was and none of them had ever had any knowledge of where it was in that area. It is an indication, I think, of college preparatory over and against the reality of what happens to children.

Now, can we talk about persons with special needs. What do we do? We have been identifying these persons for the last 18 months in this state. And I think we very well know who they are. They are the people who aren't making it. Very simply the people who are not making it. Let's not make it hard. You know the people in your community not making it. What do they look like? For the most part they are poor. I have some beautiful language that says that their characteristics are what we call cultural and linguistic isolation. I use the term that the people about whom we are talking have academic disability. I am talking about that person in your community who is not a self sustaining person. I have gone across this country and asked everyone how to measure this and you cannot measure it. Stanford tried and did not do so well. They went to the national meeting of the American Sociological Society last Christmas and got shut out with their measurement tools. The Ford Foundation spent about $200,000 trying to get an instrument and came up with some kind of description of these people. And Mark Seldman, at the National meeting last year, said they are just the cats who aren't making it because they don't have the coping skill. That may be too easy, but if you don't know them in your community then I say shame on you.

Now there is the organizing of any kind of effort within a school to train these people. First of all, I am sure Robert Horvath said it this morning. When you have people with disabilities, physical, mental or socio-cultural, the one thing that you do not want to do is to isolate them unless you absolutely have to. So the language in the Act says that special needs people are persons who cannot succeed in the regular classroom. Therefore, we provide special services for them to increase their ability to cope. Now what do we mean by that? In the first instance, we try to keep them in the regular classroom. We identify these kids who aren't making it, and then we raise the question what can we do in this situation to enhance their opportunities for success. In this situation, we can bring in additional professional staff; we can bring paraprofessionals; we can develop instructional materials. There are about five companies who are developing materials on how to teach--to integrate the basic skill learning along with job related skill. Whatever ancillary service is needed we can bring it to that classroom. There is one thing that these people always need and that is a high degree of <u>personal support.</u>

If, and when we get them in such numbers or we feel that they are unable to profit in such a situation then we go to the second alternative. That is to pull them out of the regular classroom and develop special classrooms. Of course, we try to keep them small. We, again provide all of those ancillary services where we deem necessary to make this youngster achieve the goal in training that other young people can achieve. Al we are saying is you keep him in the regular classroom, or you pull him out. The real question is what kind of services does he need in order to make him function. more adequately. Oftentimes, there are skills development. Other times it is to become increasingly socialized or to change goal

orientation. I would like to suggest that there are no programs that sound more important and more meaningful for this kind of youngster than a work-study program or co-op program.

Many of these young people have in common the fact that they are alienated because they are unable to cope. We have build a world in which they cannot cope. That is we have built a system that is not geared for them and they are tolerated in it. Unfortunately, this is true. Remember the schools are a mirror of the community which they serve. And the same kinds of social discrimination in class and race discrimination that we find in our schools are merely mirrors of the communities in which they are found.

I would like to say again that work study programs and co-op programs provide an opportunity to do so many things for these youngsters. They provide one significant thing--placing a little money in their pockets. It also provides them with a learning experience out of the hostile environment of the school. It provides them the opportunity to have a new kind of success. These students need somebody and they are the ones who are constantly pushed aside. When they get into a work study situation it means that they are able to establish a relationship on a one-to-one basis. They are able to get some money and get out of a hostile situation. They discover somebody or somebody discovers them.

I would like to suggest just for a moment that the key to dealing with these kinds of young people is a human element, as opposed to money, program design, or anything else. If title I ESEA taught anything we never knew whether or nor compensatory education as a concept was worth it. Because once we initiated ESEA programs in this country we created another kind of education to use all across this country.

I would like to suggest to you that the use of paraprofessionals to do a job we professionals cannot do is going to be a very critical consideration. We have to understand what we can do. We have to understand what we cannot do. And we are going to have to understand what young people will not buy from us because we have been dishonest and tolerated them too long. Until we develop in education a new breed of cat, we have to go the road of the paraprofessionals, because they are not buying us. They are not buying us with our middle class orientation and biases and the way in which we tolerate them.

All of us have learned in the last five years how to write beautiful programs with Federal money. But, when we get the money and start implementing it we look around and maybe see that we do not do very well. This is because we do not get the kind of people that are relevant to these young people. I would like to say that the pitfalls

are in the area of commitment. I think that before we are going to be able to design programs that work we will have the money. Before we get the talent to carry out the programs we will get the money. We are going to have the money, beautifully designed programs, and may even find some people before we get the commitment to do the job.

I have talked about the fact that we do not have the commitment. I have talked about the fact that there are ways in which we can do this. I hope you heard me say that the most difficult thing is to get people who can relate to children. And the next most difficult thing is to get a commitment.

Thank you

TOPIC: Basic Elements of Career Guidance

PRESENTER: Dr. John Vriend, Associate Professor
Department of Guidance and Counseling
Wayne State University
Detroit, Michigan

EDITED BY: Edward M. Griffin

The fact that I have been involved with the disadvantaged population for a number of years gives me a slant or point of view on career development and career guidance which is not typically the point of view that is held. Generally speaking most of the literature in career development focuses on the person who exists really in a vast minority of our country. That is the person who is completely free to make an intelligent career decision and then act upon this decision. This should end up being that which he ideally "would be" according to all his aptitude and potential. Also it should be that which he chooses to be and wants to be--for many, a fictional career.

This kind of freedom in career development exists only for those people who have certain backgrounds. For example, once you get a doctors degree, you have a lot more choice than when you are 18. And, actually in order to have this kind of background, you have to make an early decision to acquire the necessary training to develop these kinds of confidences. Then, we really get to the matter of human beings and what they are like.

It is life span we talk about to kids and say to them "What would you like to choose for a career?" We really are engaging in a kind of meaningless dialogue because it is overwhelming to many kids. Our culture imposes this upon young people growing up as every big person says to every little person, "What do you want to be when you grow up?" The inherent message in that kind of a statement is that you are a little nobody and you will get to be a big somebody when you work someday. Now I am a worker and I am a big somebody and I want you to understand that this is the relationship. And it is really an insincere attempt to communicate something in a subliminal level that has nothing to do with anything realistic. Included in the message is that little kids really do not mean much, you know, they're powerless. We do not respect their judgment because they do not have any background to make an intelligent decision.

I feel this way about it. They are not able to handle this type of question so they come up with a statement that is the quickest way to get rid of the adult. It could be a meaningless answer like--I am going to be a doctor or I want to play football. But it gets disturbing, I suppose, to most boys and girls growing up, if they have not come up with a serious answer that they believe in by the time they leave high school. Then suddenly they need all the help in the world to make an intelligent decision as what to do next. It becomes a very frightening thing.

Now it's much more frightening because of the psychological impact of the stage in life namely, the developmental one. This is because they are worried about being locked into a frozen occupational situation. That kind of fear in our culture today is not as prevalent as it once was, although for a great number of people it still is. As a by-line to this idea, you know if your home is so horrible that you have to get pregnant and married to get out of there, or you have to go to work to be able to support yourself in order to leave it, then that job becomes more important than just any old job. It's money and it's bread and it's not all those things that we talk about normally--your potential, what interests you about working and the like. What makes it so psychologically horrifying is that you are really leaving

the nest and acting like an economist adult.

Now I am drawing a picture of an awful home. Yet the opposite pattern exists for many of us. When leaving the nest, for example, if it is too good, then we want to stay there with our parents.

Okay, so much for career decisions. Let me change to the topic of guidance. This is a term that has never been meaningful, at least to me as I have studied in the area. This is primarily because it means a lot of different things to many different people. Therefore it gets a kind of watered down and weakened effect. It's kind of an umbrella term, so you will always need to define it every time you use it. I define it by saying that guidance is all the activities that go on in the school that we can call "helpful services" for the student. I think you could also include all the activities in which counselors engage. In other words, guidance is everything one does plus some future involvement.

The goal of guidance is a change in behavior of students. If no behavior is changed as a result of all the guidance activities then why in hell begin them. I am defining behavior as a change in a person's way of acting and this means more than physical action. It also means mental action and I think the mental action must come first. For example, if I sit watching a movie for two hours, and you sit watching me, and you said at the end of two hours, "Well, you wiggled a little, shifted your eyes, and scratched the back of your head and that is all the behavior you manifested." Then you are not really understanding behavior because inside of me there is a lot going on in my head. Otherwise, I would not be able to sit still for two hours and focus on something in front of me. I am behaving all over the place. I think this is important in talking about vocational guidance, because if we do not understand how people are wired together and what causes them to act differently then certainly we are not going to be effective in anything that we do to bring about some more effective activities on their part.

I think there is some important thinking that counselors and teachers can do about behavior. What constitutes new behavior for a person? How does behavior become something that has never been done before? As a related point, how fearful we are of doing something that we have never done before! If we think of the physical areas, when we were at a stage when we had to cope with these fantastically frightening new behaviors that were required of us, then we have some understanding of this. For example, if you don't know how to swim and you are near water, you get very much afraid of not knowing how to do that. Perhaps what you do is to avoid the water. That is much easier than learning how to do all the things you know are necessary before you can actually swim the length of the pool.

New behaviors grow out of old ones. New behaviors certainly have to be understood mentally before they get tried out in actuality. Literally, you need to try them out in your head, but if you don't go through that, these stages, then probably you will not amass or acquire these new behaviors. If we are going to help someone get into an career that is going to be satisfactory to them, we need to provide assistance in these ways. And, I think that this is teachable and transferable.

Since I grew up where I did, working was pretty important. At the age of nine, I got a paper route. Later, my mother heard about somebody's kid working at the golf course. This job paid pretty good, like a buck and a quarter. So mom really thought that was a good part time job. Well, I went to this golf course and sat outside the caddie shack for two days. For two different Saturdays, I sat on the hard ground all day long, afraid to go inside where all the caddies were and to walk up and find the caddie master and say, "Can I have a job?" I really didn't know how to do it. It was tremendously frightening. Each day I would go home and say they are not hiring any caddies. Finally, my mother called the golf course and talked to the caddie master and asked, "Are you hiring any caddies?" and he said yes. I was a big kid so I got hired and all went fine. It was a terribly frightening experience.

Now I think that one of the ways that kids can be helped to gain an experience is caddying or selling papers or some other job. This is amazingly helpful in making later choices. One of the ways of helping somebody like this is to give him or her a buddy, then its much easier. Its harder to be afraid together, you support one another. And these factors are pretty important.

I can think of an assignment, for example, that teachers can do in school. You can send kids to a specific place. It does not cost any money. You ask them to write an essay of their experience. They talk about it. All you need is a little ingenuity to provide kids with this kind of experience. Send them to the fire station. Send them to a bakery. They can think up the places they would like to investigate and they have a real good reason for doing so because you required it for a grade.

Well, I have talked around a lot of things. There is a concept that is running through the expressed ideas, that is, certain things happen to us at certain stages as we grow up and go through life. And, at least prior to the age of marriage, these stages tumble over one another pretty rapidly and dramatically.

Certainly during the age of puberty one of the most significant developmental tasks is to get over being afraid of the opposite sex. There are an awful lot of learnings that necessarily must take place. And they may be more important at this stage than anything else that is going on. If you do not learn this at this stage then you are socially, and probably emotionally, retarded and handicapped. These things are going on for all human beings. Particularly in school activities or through their school years.

Now let me talk about some things that I think are pretty essential for all of us to have in mind. These are kinds of principles and I, on another occassion, thought to myself, "OK, what are the guiding things, the over all concepts, that are being helpful to any one working with students in the school. What understandings are important?"

Environments affect people. It is really a crucial principle because you do react and are shaped by your interaction to your environment. As a result you become one kind of a person rather than another.

Because this is so profoundly true, counselors can manipulate the kids and stick them in environments where just by being there they must learn new things. If you want a kid to learn how to get along with girls, stick him around girls. Just lock him in a room full of girls for periods of time, and he is going to get along with girls. An alternative is that he is just going to get worse and worse. And to think that he is going to get worse and worse is to sell him short. Let him live through it and find out if he can, and he will. And along the way, maybe help him when he is not progressing as rapidly as he should, by giving him a counseling or whatever may be needed.

A second principle. Experiential learning is more effective than cognative learning. What I mean by this is living through something is better than dealing with it intellectually. If you read something, that is a lot different than actually living through it. If you pretend to do something, that is better. If you roll play, act it out. That is better than just thinking or talking about it. But it is still not as good as actually living through it, whatever the experience is. Again, I think you can create experiences for him to assist in his learning. He has a totally different kind of understanding than those who just read a book and learn this kind of thing in a classroom.

A third principle. Personal involvement and willingness to carry out a plan is related to one's sharing in the make of that plan. We are more willing to carry out a plan if we have had some say so in what that plan will be. Its the democratic principle.

Most school people do not get a lot of kids together in a room and say, "OK, here's what seems to me is important for you kids to be thinking about right now. In a year and a half all of you are going to be leaving this school. You are all

going to have to go someplace, to a college, to a job, maybe just to sit around the house and be nagged by your mom until you are forced to join the navy. That is something that is going to happen. Right? Now how can we get ready for this big event? What are some of the things we might do? Let's talk about it. We will list them. You think of all the things you can think of an I will think of some of the things that I can think of and we will sum up with some things that we can start doing. We will build a program. Once this is done, you start to execute a plan.

A fourth principle. Personal commitment to a goal is necessary if that goal is to be reached. Invaluable in this principle is the fact that the individual person must see that there is a pay off. In other words I will go for something, whatever it is, if I am going to be better off someday. This pay off had better by very very clear to me; something that I want or else I am not going to give my emotional self. I think you need to test kids on this point. Once they say I want to do it, test them by saying, "OK, show me. I don't believe you," and get the kid involved.

A fifth principle. Peer influence is the significant determinant of behavior. Peer influence for all of us is significant. After age seven it is really a significant determinant of behavior. So we need to martial that influence. We need to know who the leaders are--the most influential kids in the group--and get them to want to go for whatever is going to help the kids. I would like to mention quickly, two more principles and then I will stop.

There are blocks to learning. I think counselors tend to get hung up with these. They are constantly looking for pathology. I think that counselors should be interested in the average kid and helping all kids to move forward. Yet, so many of them spend their time looking for the kid who is not making it.

However, others are blocked in many ways. The kind of kid, who cannot cooperate unless he is immediately gratified has a difficult time learning. He wants that pay off now; he can't wait for it. This is a sort of why worry syndrome. Why worry? Everybody is going to die. And it is easy for a kid to talk about this stuff because he doesn't have immediate responsibilities and he is feeling this way. I consider this a learning block and I think we have to deal with this kind of a kid and help that why worry syndrome.

The last principle that I think is very significant is that time is an important factor and you have to consider it differentially with people. It is just God awful longer and harder in terms of time and stick-to-itiveness for some people than it is for others. All people cannot run obstacle courses in the same amount of time. So don't have them as part of your demands, make allowances for it, and any kind of plan that you might be working with in this vocational guidance area.

* The presentation from this point on was devoted to a discussion of the above.

TOPIC: VOCATIONAL OPPORTUNITIES FOR THE TECHNICAL TRAINED INDIVIDUAL IN CONSERVATION AND OUTDOOR EDUCATION

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Introduction:

It was the poet, Walt Whitman, a century ago who wrote about Americans, that we were a nation of early risers and lovers of seasons and sunsets. I am glad to see that Dr. Griffin has a workshop of early risers and I hope that they love seasons and sunsets as well. Unless we have people who are concerned about conservation, about outdoor recreation, about beautiful cities, and unless they are early risers and work hard and long hours, we are not going to win the fight.

I am reminded of a story that I heard a number of years ago in Chicago during a conference address. It is about an old farmer who was visiting a former neighbor who had discovered oil on his property. After his new found wealth this friend began to recreate the entire landscape of his ranch. He had moved mountains, created lakes and streams, moved trees and boulders and in general built an entirely new environment. The old farmer looked upon all this with profound amazement and wonderment. The friend turned to his friend and asked the proverbial question, "What do you think of all this?" The old farmer after some deliberation replied: "I am thinking what God could do if he had your money."

A great deal of money and energy is going into the quest for environmental quality. There are a variety of programs directed to improving the condition of man and these programs offered many opportunities to those individuals who wish to become involved professionally in a direct manner.

The poet Robert Frost once wrote, "What makes a nation in the beginning is a good piece of real estate." Since the foundation of out country, the American people have been particularly blessed with a "good piece of real estate" containing a wealth of natural resources. Although the United States is a young country in terms of time, it is growing old too quickly as a result of prolonged and excessive resource exploitation and misuse.

History reveals to us that mismanagement of human and natural resources has been the cause of the downfall of many past civilizations. Despite this evidence we are still victim to the folly of not learning from past experience. The Machiavellian techniques employed in resource exploitation still exist. The clear-cut-and-get-out forestry practices of the past have given way to the current demands for increases in allowable cut. Poor farming practices and overgrazing continue while soil erosion drains away the fertility of the land.

The ever-continuing chemical pollution of those essential ingredients of organic life - namely that of air, water, and soil; the failure to develop and implement a master plan of development for our urban areas, suburbs, rural areas, and transportation systems; the lack of ability of resource personnel to give adequate consideration to the aesthetic, the intangible and spiritual values; have all contributed to the environmental conservation gap.

In our persistent search for expedient economic progress equated in terms of Wall Street averages, the volume of imports and exports, the Gross National Product, our society has not achieved the development of an adequatic environmental awareness or ethic.

American long known for the most democratic government in the world has by this very nature placed the blame for what is wrong with the environment onto the individuals who live and work within this environment. President John F. Kennedy once stated, "Our greatness rests on the gift of geography that is the United States, but what is important for tomorrow is what the people of America do with their conservation legacy.

Vice Admiral Hyman G. Rickover has stated, "We have been brought to this critical condition by the scientific - technological revolution and can extricate ourselves only by a change of direction in thought and action so drastic it would rate as counterrevolutionary."

Within the last decade we have come to realize that conservation is more than individual struggles against floods, erosion, forest fires, fights for parks, open space and natural beauty; more than crusades to save endangered wildlife and wilderness areas; more than titanic battles to clean up air, noise and water pollution. Conservation is all of these, however, the fundamental purpose behind all of these objectives is to improve and maintain the total environment in which all life exists.

You who are planning for the future, charting the lifework of others or helping those whom you may be called upon to advise, may wish to consider careers in conservation and outdoor recreation. There are opportunities for capable, responsible, properly trained young people in work concerned with our natural resources. It is useful work. It can be pleasant and rewarding. To point out some of the major fields in which these opportunities lie and to indicate what kind of preparation and education may be needed are the purposes of this presentation.

Advantages of Careers in Conservation and Outdoor Recreation

One popular image of a person who selects a career in outdoor recreation or conservation is that of a square-jawed green-garbed figure riding his faithful painted pony down the trail of lonesome pine beyond the blue horizon somewhere out in the West. To be sure, a few jobs do have a place for this TV prototype. But mostly a career in resource management involves more hard work than glamour.

As a terse generality, if your students don't like to get their hands dirty and get their feet wet they should not choose a career involving the out-of-doors. No matter what career one chooses, one will find certain advantages and disadvantages, resource-use and outdoor recreation are no exceptions. Before one plans to seriously enter these fields one should know something about both the advantages and disadvantages.

To most outdoor professionals, a major attraction of the work is the opportunity to help solve challenging natural resource problems with a group of dedicated colleagues. To most of them, outdoor leisure-use and resource-use is a way of life - more than just a profession. They are not in the field for monetary reward, or they would not be in it. They have chosen the field because they love the outdoors and all that goes with it, well enough to accept the bitter with the sweet and make a life's work of it.

Another advantage is that one will probably love his work in a profession where dedication is standard equipment. The advantage of spending a lifetime doing work one enjoys just cannot be calculated. Thoreau held that "most men lead lives of quiet desperation." This statement would apply to few people in outdoor leisure-use or natural resource-use careers. They are seldom bored with their jobs because each day offers a new challenge. In fact, many outdoor recreation or conservation problems have not even been defined, to say nothing of being solved. And here is still another advantage: Resource-use management including outdoor recreation and conservation is a field that is still growing. The profession is a young one.

The idealist can find many reasons for choosing outdoor recreation or conservation as a career. One for example, is the challenge of working with people, influencing their actions and decisions. Two, in most outdoor professions, one can go to bed at night with the warm realization that the day's work has made the world at least a little better place in which to live. William James once remarked that "without the sense of a goal, individual activity ceases to have any meaning." When the purpose is to contour plow hills to prevent soil erosion; to clean up a river's pollution; to start a new forest, to plant a fool plot for wildlife; to protect birds and fish and fur-bearers for future generations - then the attainment of these goals certainly does have a deep and lasting meaning to the individual. In fact, entering the conservation field is to some a little like putting on the cloth. There is not doubt that many have become outdoor career persons, both amateur and professional, because they are vitally concerned about the future physical and spiritual wellbeing of mankind.

The rewards of working in conservation must, indeed, be immeasurable. For not only do few individuals leave the profession once they enter it, they encourage their children to follow in their footsteps. When one considers that part of the American dream is to make life better for one's children than it was for them this

fact takes on even deeper significance. Perhaps the richness of the rewards of choosing natural resource use, leisure use and conservation as a career can best be seen in the enthusiasm still bubbling in many veterans of fifty years in the profession. The advantages have permanence too. When you pick the outdoors as a "plant" to work in, you may be reasonably certain that no efficiency expert is going to redesign your place of business and erect another that has no windows.

Disadvantages of Careers in Conservation and Outdoor Recreation

But let's examine for a moment the other side of the coin. One disadvantage to the conservationist is a shortage of competition for his service. This simply means that conservationists are certainly not in the highest salary brackets when compared to other professions involving the same amount of background and training.

Before we go any further we should face the facts: If a young person is seriously considering a career in outdoor recreation or natural resource field he needs to be aware of a few realities concerning his basic educational needs. Most good jobs with governmental agencies will require passing a civil service examination. In order to qualify for civil service examinations one must have technical training, an associate degree from a two year college or a four year college degree. The jobs in outdoor recreation or the natural resource field for which a person could qualify for without technical training are usually classified as "laborer". These are the pay by the day, and are often temporary or seasonal. Included in this categroy are fire tower observer, fish hatchery worker, farm pond survey helper, or similar occupation where extra help is needed during seasonal periods of heavy work load. These are the jobs a person will get (if they get one) by answering the rash of ads which appear in outdoor magazines where a person supposedly subscribes to a course in conservation, shells out his muskrat trapping money and becomes a conservationist overnight. We should not fool ourselves; there is not short cut to knowledge. And there is no substitute for study.

Generally the more education one gets, the better job he will qualify for, the more responsibility he will ultimately assume, and the better he will be paid. The day is gone, with extremely rare exceptions, when the office boy (or day laborer) can work his way up to a top post with only practical experience and no technical training. Every successful career man of this kind has educated himself to the same degree the technically trained man or college man has, but far more laboriously and painfully.

The most helpful subjects one can take to prepare for a technical school or college course and ultimate career in any branch of resource use are mathematics and science, especially physics, chemistry and biology. Courses in written and oral expression are also especially helpful. So is anything dealing with business administration, such as typing, bookkeeping, accounting. The more one takes of these subjects, the easier will be the adjustment to later work in continuing education.

A few specialized types of education in photography, science, mathematics, journalism, in education itself - may lead one into the conservation field. For that matter, all types of jobs are available in conservation. Mailmen and mechanics, attorneys and architects, radio operators and rod men, engineers, stenographers, teachers, blacksmiths, and a variety of professionals too numerous to list may arrive by one road or another at conservation as a career.

Jobs are few in the conservation field - even temporary jobs - unless the applicant possesses at least the equivalent of a high school education. Heavy equipment operators are in a class all by themselves. To get to be boss of a woods crew running big equipment such as earth movers, technical training in mechanical engineering would be of incalculable value. But what is equally needed is a bushel of common sense, a bale of mechanical aptitude and a barn full of experience. Men like this are not only in demand, they are indispensable in many fields of resource use. And they don't need a college education any more than a beaver needs a bulldozer.

The Need for Resource or Conservation Aides

As in other segments of professional endeavors there is a need for technical aide personnel trained in various areas of natural resources. There is an increasing demand not only for specialists who perform highly skilled services, but also for individuals who in addition to their specialized technical training realize the relation of their particular field to other fields of natural resources and to the human consequences of their professional activity.

No conservation field personnel can be complete without the assistants that work with wildlife managers, fisheries crews, biologists, geologists, soil scientists, refuge managers and others.

Such aides are not charged directly with enforcement, management or research, but can assist in all three areas.

The work of such aides is usually very hard, however, it is interesting and widely diversified. It should be noted that because of their training they are not common laborers. A great deal depends upon their judgement, skill and willingness to work and learn. These technical aides are actually extensions of the field scientists, refuge managers, enforcement officers and work side by side with those men. This is a vital part of any local, state or national conservation program. When the situation warrants it, they may do anything from fighting fires, rearing trout or collecting specimens underwater for oceanographers.

Of all the natural resource management jobs, none are more concentrated in the out-of-doors than the work of these aides. The college trained wildlife manager, biologist and enforcement officer all have various amounts of deskbound chores as well as commitments to public relations programs. However, the natural resource aide spends his work year in the out-of-doors during all seasons. His sole responsibility is to the field aspect of his particular segment of conservation emphasis and his public contact is slight and often

transient. The natural resource aide's responsibilities can be widely varied and is usually quite interesting. Some of the field work that might possibly be included in a natural resource aide's work load are as follows:

1. Live trapping animals for placement in other areas.
2. Aiding wildlife managers and biologists in game surveys.
3. Working at deer checking stations during the hunting season.
4. Building duck blinds on state hunting areas.
5. Managing state wildlife areas.
6. Working on state game farms.
7. Aiding biologists in trapping and banding ducks.
8. Aiding wildlife manager in trapping game fowl for breeding experiments.
9. Fire fighting in state forests and game areas.
10. Working as production assistants on state wildlife movies.
11. Assisting in state trapping programs and in trapping schools.
12. Collecting field specimens such as soil samples for the field and laboratory scientist.

Such jobs as these are usually stepping stones to higher positions and provide experience and opportunity to high school graduates who are interested in natural resource careers. A sharp and sincere interest in the outdoors is an important prerequisite. The conservation of natural resource aide must be a healthy individual and capable of sustained activity in rough country or in foul weather. A high school diploma may not be necessary, but the fastest promotions and better jobs will go to the young person with the broadest education.

In most cases job training for the natural resource or conservation aide is a broad informal program. However, there are emerging specialized training programs for aides such as the Oceanographic Aide Program in Washington, D.C. This program utilizes a ship as a classroom and prepares young people to assist oceanographers or marine scientists in a variety of ways.

Practical field experience should be sought at every opportunity. The conservation aide must know many things, but it is almost a certainty that one of his main duties will be the use and maintenance of farm machinery, motor vehicles, manual and power tools, boats and motors. The conservation aide will probably need to know how to set corner posts, stretch fences, use dynamite, care for tents, stitch leather, and handle trapped beavers. In so many words, he must know the practical, workaday side of the outdoor world as few other men do. The quicker he masters these skills, the greater his chance for advancement.

The Need for Outdoor Recreation Aides

A natural-resource-management field that has grown amazingly during the past century is that involving park and outdoor recreation development.

Our nation in the early days was chiefly agricultural and the farmer's work left little time for recreation. Very few large cities dotted our new nation. People who did not live on farms lived in villages. Both farms and villages were surrounded with all the natural environment their inhabitants could desire.

The pendulum swung and circumstances changed greatly. The industrial revolution created new jobs, luring workers from farms into the rapidly growing cities. Railroads, rapid settlement of wild lands, and the expansion of cities suggested to far-sighted leaders that lands with outdoor recreation and inspirational values should be set aside to the future enjoyment of the people.

Careers in park and recreation development came along slowly. In Europe parks for recreational purpose belonged mostly to nobility. Forests in these parks were managed by foresters, and wildlife was under the protection and management of gamekeepers.

Even though Yellowstone Park in the United States was established in 1872, the National Park Service was not authorized until 1916. Yosemite, Crater Lake, and Yellowstone national parks were first protected by Army Officers and enlisted men. Superintendents of other parks who were civilians who were politically appointed. Army scouts who were civilians qualified as the first park rangers because of their woodcraft and mountain skills.

The early years of the National Park Service did not witness their potential for outdoor recreation activities by the people. Not many young men desired to become park rangers in those days.

However a rapid change occurred and many people visited the national parks after 1922. Today millions of people visit national, state and local parks, forests, and monuments. Consequently the opportunities for professional employment increased.

Outdoor recreation is currently assuming an important position among our country's concerns with the quality of environment and social life. As a consequence, we are witnessing rapid change in the foremost programs of outdoor recreation and in their respective governing policies. An old viewpoint looked upon outdoor recreation as an important by-product of conservation. This viewpoint involving stewardship of the economic resources is being replaced by a school of thought that holds recreation to be of primemost importance as public purpose and stresses the development of the resources for recreational utilization. These concepts now emerging have a history that is both noteworthy and long. A landmark of signal importance is the Outdoor Recreation Resources Review Commission which published its report in 1962. This report re.iews the trends and development toward recognizing the value of recreation as a primary public purpose. The report also provides insight and foresight change in the major programs of outdoor recreation and in the policies governing those programs. A traditional viewpoint that viewed outdoor recreation as a valuable by-product of conservation policies - representing the idea of a stewardship of potentially productive economic resources - is being superseded by a philosophy that holds recreation to be a primary public purpose and would preserve and develop such resources for recreational use.

Dr. Edward C. Crafts, former Director of the Bureau of Outdoor Recreation, summarizes the main thrusts of the Commission's report as follows: 1) recreation should be in the service of people; (2) it should be more closely allied to the highly populated urban areas; (3) there is need for much greater action and responsibility by state and local governments and private business; (4) there is need for better coordination among the numerous federal agencies; and (5) the most urgent need is to preserve and place under effective public or private control land and water resources that will be needed in the future for recreational purposes.

In a series of subsequent far-reaching actions, the federal government has established agencies and programs that are now translating a philosophy of recreation into concrete activities and operations on many fronts. The Bureau of Sports Fisheries and Wildlife was established to replace a number of loosely coordinated agencies, and the Fish and Wildlife Coordination Act provides for special recreational facilities on National Wildlife Refuges and at National Fish Hatcheries. The recreational and the resource-conservation aspects of national forestlands were given equal priority under the Multiple-Use Sustained-Yield Act; and, as a direct consequence of the recommendation of the Outdoor Recreation Resources Review Commission, the Bureau of Outdoor Recreation was created. Moreover, two new instruments of policy formulation were created: The President's Council on Recreation and Natural Beauty at the Cabinet Level, and its parallel, the Citizen's Advisory Committee on Recreation and Natural Beauty. A steady stream of resources and conservation and preservation legislation has been enacted by Congress; it is estimated that the annual expenditure of the federal government by Congress; it is estimated that the annual expenditure of the federal government for acquisition and capitol improvements of outdoor recreation resources alone is now about 800 million dollars.

Supportive Assistance by Subprofessional Trained Personnel

As in any profession, the personnel, with professional education need the assistance of persons with a subprofessional education, commonly referred to as technicians. Although this need has not been particularly stressed in the field of outdoor recreation, it is now receiving a great deal of recognition. Nearly 50 junior colleges and community colleges now offer 2-year technical programs. In 1967, associate degrees were given to 306 park and recreation leaders. These individuals now serve in positions such as recreation program leaders, activity specialists, and skilled and semi-skilled park personnel.

This is a need for definition and clarification of the kinds of roles and activities that recreation technicians can best assume. There is also a need for the development of educational programs which can best prepare individuals to meet the responsibilities of a recreation technician position. Because of these needs a study is underway and is being conducted by the National Recreation and Park Association for the Office of Education. The purpose of the study is to develop a curriculum guide for junior college training of recreation leaders who would be able to assume the role of recreation technician.

The study has discovered that there is significant data attesting the need for technicians in the field of recreation and park services to serve in a wide variety of activities for which a high degree of skill is required not necessarily a four-year professional education.

A great deal of the work is now being done by individuals holding a baccalaureate or masters degree. Exploration into the feasibility of employing individuals with associate degrees to perform some of these tasks is now being done. The National Park Service, for example, is investigating the possibility of utilizing sub-professionals to perform some of the activities currently being performed by full-professionals. There is still the question as to whether the great increase in professional personnel projected to be essential will actually be needed if an adequate supply of prepared technicians is available. The National Recreation and Park Association estimates the supply of recreation and park graduates from 2-year programs will be increased 12,126. individuals in 1980.

The Department of the Interior's Bureau of Outdoor Recreation in their publication entitled Education and Outdoor Recreation, prepared by Dr. Samuel T. Dana, Dean Emeritus of the School of Natural Resources of the University of Michigan, stated that, "more adequate provision be made for the education of technicians through 2-year programs of instruction at junior colleges, community colleges, and other appropriate institutions, such as ranger schools. Experience indicates the need for a much larger force of persons with adequate technical training to work with the professionals. Accreditation of such programs is desirable and should be handled by the same agencies that handle the accreditation of professional programs."

The young person who is interested in outdoor recreation as a field has a wide field to consider. With it, however, he has a responsibility to make certain that he really wants to qualify himself in the outdoor recreation profession and devote his life to it. This does not mean that he cannot make changes as his career advances. He must, however, realize that outdoor recreation is a career in the public interest, no matter whether it be in public or private employ. Outdoor recreation requires individuals who will serve in the interest of good stewardship of the land and who will strive to insure that many of the values of outdoor recreation sites and facilities remain available for people's use.

Conclusion

Theodore Roosevelt made conservation and outdoor recreation more than a political issue in America. He made it a moral imperative. These words were spoken by Lyndon B. Johnson, former President of the United States, during a message to Congress concerning conservation. The former President was concerned about the despoilation of our natural resources and landscape.

Theodore Roosevelt, also a past President more than a half a century ago, sounded this warning: "To skin and exhaust the land instead of using it so as to increase its usefulness, will result in undermining in the days of our children the very prosperity which we ought by right to hand down to them amplified and developed."

However, the conservation problems Theodore Roosevelt observed are dwarfed by the new ones of our day.

An unfolding technology has increased our economic strength and added many conveniences in our lives. This same technology carries danger to man with it. From the giant smoke stacks of industry and from the exhausts of motors and machines, over 130 million tons of carbon particles, sulpheric particles, etc., descend downward to the people and shroud the Nation's cities each year. Cities, towns, factories, stockyards, individual residences and enterprises pollute our rivers, streams and lakes with waste material and endanger the waters we use for survival and recreation. The refuse of our civilization covers our landscape and destroys recreational areas.

Stanley Casson, a noted British anthropologist, in his book entitled, Progress and Catastrophe, stated, "When man's practical inventiveness runs ahead of his moral consciousness and social obligation then he ultimately faces disaster." These words appeared in 1938 and are still appropriate for our times.

Technology is not something which happens once and then stands still. It grows and develops at an alarming rate. All efforts to keep it in harmony with human values should be intensified and accelerated. Vice-Admiral Hyman G. Rickover has stated, "only when viewed humanistically - in other words, as a means to human ends - can technology be made to produce maximum benefit and do minimum harm to human beings and to the values that make for civilized living.

In view of all this conservation and outdoor recreation has become of paramount importance in man's survival on this spaceship called earth.

The need for qualified personnel to perform professionally in service occupations is increasing at a rapid rate. There is a steadily growing amount of leisure time at the disposal of the American people and there is also a strong tendency to devote an increasingly large share of this time to outdoor recreation. As the demand for outdoor recreation is increased so is the recreational use of land and water with subsequent problems in erosion control, land protection, water quality, air quality, and so on.

I should like to close my remarks today by emphasizing the concluding part of President Johnson's message of February 1965 on natural beauty and outdoor recreation to Congress.

President Johnson spoke of the right of Americans to have clean water and of the duty not to pollute it. He also spoke of the right to clean air and of the duty not to pollute it. President Johnson presented a stirring challenge to all Americans. He called for a new conservation, a creative conservation of restoration and innovation. He said that this new conservation must be concerned with the relation between man and the natural world and that beauty and man's opportunity to enjoy it must assume a major role.

I hopeyou are asking yourselves: how can I best participate as a guidance counselor in the quest for environmental quality? How can I encourage more young people to become professionally engaged in the conservation and outdoor recreation fields? We recognize that the effectiveness of these resource oriented services is and will be, determined to a great degree by how many or how few interested persons, groups, communities and areas are aware of their existence - and their potential.

Like you, I believe in the worth of what we are doing. I believe conservation and outdoor recreation offers a truly exciting opportunity, not only to supply a service to all Americans - urban and rural - but to contribute markedly to the revitalization of the human spirit. And this I can emphasize is vastly important to the whole of American society. I am encouraged by having the opportunity to speak to a group such as this. There is a new awareness in the land. The people are making it clear that they want and they are willing to pay for a beautiful American - an inspiring and invigorating America.

The need that exists now and will exist triple-fold by the end of this century is the challenge before us. Technically-trained personnel can contribute greatly to meeting the challenge of quality environment for all.

Thank you.

TOPIC: Excerpts of a Discussion on Vocational Guidance Between Trade-technical Students and Workshop Participants

I do not pretend to know that much about the counseling field but the fact is that everybody seems to go to the counselor with their problems or blame the counselor for them. From what everybody just said here, guidance would need to be completely restructured to have a good system.

If you could have a kid exposed to everything in the junior high exploratory program, then he would know what he would want to go into. But a counselor can't do that from what I know. That isn't a counselor's job to structure an exploratory program in the junior high. Not one person in any school system can change that. How can a counselor change the situation the way it is and the way it has grown?

The counselor should work with the staff and the staff has to work with the child. So, the counselor gets with the staff and they work together with the child, not only in the vocational area but in every department. This is what needs to be done.

This is what I meant when I said you check with the counselor instead of becoming angry at the English teacher because you figure he has a real soft deal. Then do some conversing with the other staff members and remember that none of us would have a job if the kids were not there.

It does not do any good to cry about what is wrong because that is not going to change it.

I see that the young people who are coming out of the teacher training institutions are now much better qualified than the staff who were, for the most part there, when I arrived. For one thing, there is more of a commitment to a kid because teaching is no longer like the old expression, "Those who can, do; those who can't, teach." Young people now are choosing to teach. You could have done other things. So you are taking that attitude with you and the kids are going to feel that and the rest of the staff are going to feel the enthusiasm.

Don't get the idea that counselors there send you people by the process of elimination. The parents didn't keep their smart ones at home and send their dumb ones to school. They're all here. And, by God, somebody has to have them. You are going to have your share of smart ones. You are going to have your share of dedicated ones, and your share of those wanting an easy grade. You will have your share of every kind of youngster. Too many teachers in life, unfortunately, have felt - somebody has to have him, but not me.

Can I answer now? I have never known a shop teacher who has turned down a dumb kid. I have never known one. I have taught about 11 years. The type of people we turn down are the kind of people who come into the shop and try to hurt someone. A guy is running a saw and he shuts it off. That is the kind of people that the shop people cannot have and the counselor cannot understand why we cannot have him. The kid is a safety hazard. Get him out of my shop.

I cannot afford it, and certainly the young men cannot afford to have a safety hazard running around the shop.

We have 24 students. That means we have 24 different things going on. It is not like a math class where there are twenty kids sitting in seats, all doing the same problem. Twenty-four different kids with 24 different things going on, and there cannot be one person in the room who is apt to cause a problem. So that is when you come to the counselor and discuss it.

Is not one purpose of your industrial arts program to take care of under achievers - these lower-grade students. Personally, I feel that the industrial arts teacher and the vocational arts teacher are closer to being a special education teacher than anyone in the high school. These are the kinds of students that you are going to get. If you have kids who can get A's and B's in algebra or Latin, or are in academic courses, they are not going to be in shop setting type or tuning a car.

"But some of them are."

"Some of them might be ..."

"Because they have an interest in them."

"Yes, and I think that one of the major faults of our vocational education, is that they have a vocational educational system at the secondary level. I think now we are getting help with post-secondary needs."

This vocational education should be moved strictly to post-secondary education. The high school should take care of industrial arts programs of exposing these areas to your students. I do not think he can do it at 15, 16, 17, or 18; but once he has graduated from high school, he will either be going to make his decision to work or to go on to school. This is where most people make their decisions, and where they should be trained to make decisions by their school. What are we going to do to the kid who quits school? He isn't going to graduate. If you do not go, what do you do for a skill?

Nowadays a successful human being makes several major changes in his vocational life before the time that he dies. Some of us have tried different fields and found out that we did not like it. And then eventually through this experience that we have had, plus our own maturity, we turn into something. There are a certain amount of things you have to try.

I started out in chemistry, so I am a long way from that career. We cannot make the decision for the kids, although we may be right.

What you are saying in effect, is that there is a certain type of human being that isn't really qualified by nature to make a decision. He is going to need some help.

I was thinking that once an industrial arts teacher came in and said to me, "Margie, you have to get him out of my class because he is a special ed. if I ever saw one." I thought he was joking - I happened to know this kid had an I.Q. of 148. But I looked at him and realized - joking he wasn't.

The educational system in our country is geared for the average student. There is no place in our society for people with a 6th grade reading ability or writing ability. But don't ask me what they're going to do with those boys. When you get a person like that in a shop, you don't want to just keep them busy and continue to frustrate them when you are trying to prepare the rest of the class. There is just no place in our society for those that deserve some space in education. It is fine if you're a good strong person, but anything else is going to fall away.

Make the kid feel that he wasn't dumped on you, that somebody did send him to you, and that he is here because the counselor encouraged him to go along. He may not be able to do much, but he can do something.

CHAPTER III

EVALUATION OF THE WORKSHOP

An evaluating questionnaire was distributed to the participants at the conclusion of the workshop. The form was brief and open-ended in order to allow the maximum opportunity for expression of their opinions.

The evaluations returned to the director are included on the following pages together with the unsolicited communication received by him. These evaluations were most gratifying to the director because of the ideas contained therein.

Vocational Guidance Participant Evaluation Questionnaire

1) What has your general reaction to the workshop been?

Excellent - very useful & practical
Many interesting tours, speakers, and trips.
The trip to Wolverine was most interesting and enlightening.
A very positive one. Hearing about and observing other programs, being exposed to various points of views enlarges ones own outlook. New ideas and thoughts arise and some can be implemented in our program.
So glad I came! Very meaningful
Fair
Fair-Good-Very Good/varied with the activity generally well planned, however.
Good
Excellent

2) Briefly discuss the most useful part of the workshop for you.

Speakers from D.P.I. - Industry - and Campus Dept. meeting with new Trade Teachers
The tours around Ferris College's one and two year programs so I am more familiar with them when talking to students at Iron Mountain High School.
The sessions Monday-Tuesday-Friday of the second week that emphasized working with student vocationally and technically orientated were most beneficial to me. I am working in that area.
Interaction with vocational people.
Exposure to industry.
Awareness of F.S.C.'s offering to my counselors.
Discussions on requirements for entry into employment.
The field trips to campus classrooms & to Lear-Siegler were most helpful.
Tours. Some of the lectures were well prepared.
Materials - General discussion.
Programs at Ferris
Talks by R. Kennon, C. Zebell, Dr. Vriend, Mr. R. Horvath, & Mr. Smith.

3) What would you change, add, or drop to make a better program?

Add Labor Rep. & apprenticeship speakers
Possibly add a field trip to other industries that uses more of your trained students such as Dental Hygienist, or others trained at Ferris in Trade-Tech or Paramedical students or others.
In this evaluator's judgment more group discussion sessions would be beneficial. Since we had a mixed group (vocational directors, counselors, teachers) each factor could have expounded more on his area. Criticism (constructive) could have entered at this point. Some of the days were long, probably the hot weather.

3) continued
1. Credit for the workshop
2. More work - possibly some homework type of assignments - write-ups on field trips

Go through the exact steps of making out a program which would be accepted - have examples or people in, whose programs have been accepted.
Larger groups - some social activity in the evening - mix the day with lectures, field trips, etc.

4) In your opinion to what degree did the workshop accomplish its major purpose, "to increase the participants' knowledge and skills in working with technically oriented students."

(2)	(1)	(2)	(3)	
Excellent	Very Much	Average	Very Little	Not Relevant

5) What follow-up activities to the workshop should now take place?

Meeting in fall or winter to follow-up idea.
More diversification - not so much emphasis on vocational directors.
Possibly follow-up in February will rectify this.
As was discussed in our Friday morning session (Aug. 22), we should certainly discover if any part of the outcome of the workshop evolved into our own programs.
We can also further out vocational guidance proficiency by having an individual present any new and workable programs in serving our college-bound students.
Progress report on what has been accomplished in mid-year
Try to get school administration involved
The exchange of ideas on accomplishments
State plan
Elementary Vocational Guidance Program

6) Comments:

Let's have a one or two-day meeting on ideas for the Tech. or employment bound every year.
a) It might be nice to get credit for the workshop. Not possible?
b) What about a one-week program where you have some activity in the evening?
The small group made interaction much easier.
I hope I can take part in the follow-up but I doubt if I can participate.
I was very happy for the opportunity to take part in this workshop.
I learned many things I would not have known otherwise.
I feel this would be very valuable for our strictly college - oriented counselors.
I do not feel I am strictly college-oriented and hope to serve as many students as possible.

6) continued
It was a very worthwhile and enjoyable workshop.
The informality of the workshop was especially good.
The Student-Teacher-Tech involvement was excellent. I think both groups benefited.
Enjoyed the two weeks and got a lot out of the discussions.
The discussion on the Trade Teacher education program was great.
Have the program directed more toward academic counselors or guidance directors as they are the ones who need to be changed from their approach to Vocational Education. I know I've been informed much more in this area. Some cross-lines, yes, but other major emphasis.
Carryout activities should be broken down in more realistic terms e.g. ways to approach industry as video tape equipment is nice but terribly expensive for the smaller school.
Diversity of group added to the success of the program.

Participants' Evaluation

Letters Concerning the Workshop

Dear Dr. Griffin:

Enclosed is my evaluation sheet which I should have mailed to you earlier.

I would like to thank you for having the opportunity to participate in the summer workshop. I am sure that all of us received a great deal of benefit from this workshop and we are looking forward to next summer's workshop.

We hope that we will be able to have the follow-up conference sometime this winter. We will look forward to seeing you at this time. If there is any further information that you will be sending out in regard to the program, please be sure that I get a copy.

Once again, thank you for hour help.

*****

Dr. Edward M. Griffin, Director
Summer Workshop on Vocational Guidance
Ferris State College
Big Rapids, Michigan 49307

Dear Ed:

I would like to congratulate you and Ferris State College for conducting a very successful summer workshop for vocational counselors. I am sorry that Marvin and I were unable to participate more actively with your workshop. As it turned out, Marvin was tied up with local and state meetings upon his return from a European vacation; and I as I mentioned, had a prior commitment at Michigan State University.

Again, thank you for including us in your program, We look forward to seeing you again at Ferris State College.

*****

Dear Ed:

Needless to say, I cannot find words to express what a pleasureable experience it was to spend some time with you at your workshop on vocational guidance.

The workshop from my observation was a huge success. This was reflected by the enthusiasm and interest of the participants. You are to be congratulated on a fine job. I particularly enjoyed the evaluation session on Friday morning.

Evaluation By the Director

The results of the workshop were very gratifying to the director in several respects. For one, the turnout to the workshop was expressive of the interest of the group in the topics. Secondly, the interest of the staff, consultants, and participants expressed during the workshop programs was at a high level. Thirdly, the evaluation of the participants was generally good for all topics presented. On the whole they felt the program accomplished the stated objectives.

Equally important as the above is perhaps the follow-up to the workshop as it occurs in the participants' school districts. It is expected that each participant should have brought to their district ideas which could be implemented in their program. The results should be shown in both direct and indirect ways throughout the year. The one positive indication that some of the ideas expressed at the workshop will receive attention is the interest in a follow-up conference to be held late this school year.

The general reaction to the workshop by the Ferris Staff and the consultants was very favorable as expressed to the director in their discussions.

There are changes which the director suggests might be made in future workshops of this nature. These appear in the next section on consideration and thought.

In view of the number of considerations and issues still to be resolved the director and workshop participants felt the continuing need to probe the issues periodically. And to bring them to the attention of others in an ever broadening pattern. The director for one believes the questions about elementary and middle school prevocation should be a topic at local and regional counselor conferences. Likewise a discussion of the emerging area vocational schools employment services can be more relevant when conducted on a local and regional basis.

There is a present need for local workshops such as the one described in this report. The concern of the future trends in technology, advanced training programs, articulation between area vocational programs and advanced programs, admissions procedures, motivation of vocational students and disadvantaged students are topics well worth pursuing at regional or statewide conferences. In the opinion of the director one workshop per year may only touch the surface with these issues.

CHAPTER IV

SUGGESTIONS AND CONSIDERATIONS

There were a numberof suggestions and considerations worthy of mentions in this section of the report. These ideas came up in the sessions and discussions from many of the individuals involved and the director. They can be stated in summary form below.

1. There seemed to be a continuing need that counselors at all levels have more local and regional information relating to the world of work. Also for contacts with high training opportunities, community and state employment agencies, and other service type agencies. Field trips are an aid in this regard when they concentrate on specific employment information.

2. There was great concern over the meaning and place of work in our society and how this will affect vocational education in the next decade.

3. There was a strong interest in the pre-vocational curriculum of the school. In particular what can be done at the elementary and middle school levels to allow students and staff to become more aware of available and planned vocational programs.

4. The same concern for vocational awareness as indicated at the guidance pre-entry level was shared for advanced programs--specifically directed toward the high school programs available at the college level.

5. All the participants in the conference voiced considerable interest in the need to emphasize vocational training counsel or program at the graduate level. A vital part of the training is considered to be the practicing.

6. Concern was evident among the participants in the role of the emerging vocational center counselor.

7. The workshop participants shared a mutual concern for finding practical techniques for aiding their students in making good vocational career choices.

8. A depth study is needed on the motivation of youth for entrance into vocational careers.

9. A final point may be shared in regard to the emerging technological fields. New technical career opportunities appear to be on the horizon, such as space and marine technologists,needing a special kind and quality of training to fulfill careers in this area.

APPENDIX

School Personnel Attendance Chart for Workshop

Number of Persons	Number of Days in Attendance	Total Days
8	10	80
1	9	9
2	5	10
9	3	27
2	2	4
12	1	12
33		142

Faculty and Students in Attendance at the Workshop

Number of Faculty 7	1 day each	7
Number of Students 101	1 day each	10

Total Number of Persons Attending the Workshop
141

Total Days in Attendance
249

Staff

Workshop Director: Dr. Edward M. Griffin, Coordinator
Office of Directed Teaching and Field Experiences
Ferris State College

Associate Director: Dr. William W. Day, Dean School of Teacher Education
Ferris State College

Presenters:

Mr. Arthur Francis, Consultant
Technical Education
Vocational Education Division
State Department of Education
Lansing, Michigan

Mr. Robert Kennon, Consultant
Special Needs
Vocational Education Division
State Department of Education
Lansing, Michigan

Mr. G. Robert Horvath
Community Representative
Vocational Rehabilitation Division
State Department of Education
Lansing, Michigan

Dr. Thomas Rillo
Professor of Education
Glassboro State College
Glassboro, New Jersey

Dr. Glen Smith, Chief
Programs Operations Section
Division of Vocational Education
State Department of Education
Lansing, Michigan

Mr. Robert Stout
Guidance Consultant
State Department of Education
Lansing, Michigan

Dr. William Van Trump, Director
Trade Technical Education
Ferris State College

Staff

Presenters:

Dr. John Vriend, Associate Professor,
Department of Guidance and Counseling
Wayne State University
Detroit, Michigan

Mr. John Odbert and Mr. David Willis
Personnel Office
Lear Siegler, Inc.
Grand Rapids, Michigan

Mr. Karl Walker
Director of Admissions
Ferris State College

Mr. Chester Zebell, Director
Diagnostic and Counseling Center
Bradley University
Peoria, Illinois

Mr. Roger Gustafson
Cooperative Training Coordinator
Trade-Technical Education
Ferris State College

Mrs. Arlene Hoover, Assistant Dean
School of Health, Sciences, and Arts
Ferris State College

Dr. Malcolm D. Salinger
Psychological Counselor
Counseling Center
Ferris State College

Dr. George Storm, Associate Director
Trade-Technical Education
Ferris State College

Mr. John VanderMolen, Academic Counselor
School of Technical and Applied Arts
Ferris State College

Participation List

NAME	School Employed September, 1969	Position
Donald E. Koch	Mt. Clemens	Teacher
Art Hendrickson	Waterford Twp.	Counselor
Paul Nelson	Iron Mountain	Guidance Director
Majorie Dennison	Big Rapids	Counselor
Larry Beaudoin	Portage	Vocational Director
Bruce Stephens	Adrian	Counselor
Dick Hartsig	Fraser	Vocational Director
Darrell R. Berry	Delta Community College	Instructor
*Robert W. Allen	State Department	Staff
Judie Schmachtenberger	Greenville	Teacher-Counselor
*Larry Eastley	Clare	Guidance Director
*Joseph Farkas	Chippewe Lake	Teacher
*Richard Fox	Montcalm Community College	Teacher
*Daniel D. Stremick	Walled Lake	Teacher
*Glenn E. Kebler	Ferris	Television Technician
*Daniel L. Wooster	Kenosha Technical Institute, Wisconsin	Teacher
Gary Watterworth	Southgate H.S. Southgate, Michigan	Teacher
Jerry Wetzel	Ferris	Student Teacher

Participation List

Name	School Employed September, 1969	Position
*William M. Cherup	Dondero High School Royal Oak, Michigan	Teacher
*Dave W. Czarnecki	Industry	Printing
*Richard J. Verplank	Industry	Print Shop Asst. Management
*Miles VanOrman	Muskegon J.C.	Instructor
*E.J. Feeney	Northern Montana State College	Vocational Teacher
Joyceline Swain	Southeastern, Detroit	Teacher
Paul M. Heydenburg	Mt. Pleasant	Vocational Guidance Director
Hilbert W. Klotz	Big Rapids High School	Cooperative Director
Warren D. McKenzie	Big Rapids High School	Principal
Neil Schmochtenberger	Greenville High	Business Department Head
Jack Martin	Mott Adult Ed.	Vocational Counselor
Hubert Edwards	Mott Adult Ed.	Vocational Counselor
Patrick Egan	Battle Creek	Guidance Director
Sister Mary D'emation	Grand Rapids Catholic	Counselor
Charlene Packquin	Comstock Park	Counselor

Records of Ferris faculty and student attendance are on file in the director's office.

* Denotes 1969 graduates of the trade-technical teacher education program.